

Years 7 and 8 standard elaborations — Australian Curriculum: Drama

Purpose The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Drama achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. *Making* is further broken down into *forming* and *performing*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Years 7 and 8 Australian Curriculum: Drama achievement standard

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Drama*, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama

Years 7 and 8 Drama standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Responding	identification and thorough analysis of how the elements of drama are used, combined and manipulated in different styles, and purposeful and skilful application of this knowledge in drama made and performed	identification and informed analysis of how the elements of drama are used, combined and manipulated in different styles, and skilful application of this knowledge in drama made and performed	identification and analysis of how the elements of drama are used, combined and manipulated in different styles, and application of this knowledge in drama made and performed	identification and description of how the elements of drama are used, combined and manipulated in different styles, and uneven application of this knowledge in drama made and performed	identification and statements about the use of the elements in drama of different styles, and fragmented application of this knowledge in drama made and performed
	discerning evaluation of how they and others from different cultures, times and places communicate meaning and intent through drama	informed evaluation of how they and others from different cultures, times and places communicate meaning and intent through drama	evaluation of how they and others from different cultures, times and places communicate meaning and intent through drama	explanation of how they and others from different cultures, times and places communicate meaning through drama	statements about how they and others from different cultures, times and places communicate meaning

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Making	Forming and performing	<u>purposeful and skilful</u> manipulation of the elements of drama, narrative and structure to <u>clearly and effectively</u> control and communicate meaning	<u>skilful</u> manipulation of the elements of drama, narrative and structure to <u>effectively</u> control and communicate meaning	manipulation of the elements of drama, narrative and structure to control and communicate meaning	manipulation of <u>aspects of</u> the elements of drama, narrative and structure to <u>unevenly</u> control and communicate meaning	<u>fragmented</u> use of aspects of the elements of drama, narrative and structure
		<u>purposeful and skilful</u> application of different performance styles and conventions to <u>clearly and effectively</u> convey status, relationships and intentions	<u>skilful</u> application of different performance styles and conventions to <u>effectively</u> convey status, relationships and intentions	application of different performance styles and conventions to convey status, relationships and intentions	application of <u>aspects of</u> different performance styles and conventions to <u>unevenly</u> convey status, relationships and intentions	<u>sporadic</u> application of different performance styles and conventions to convey <u>aspects of</u> status, relationships and intentions
		<u>purposeful and skilful</u> use of performance skills and design elements to shape and focus theatrical effect for an audience	<u>skilful</u> use of performance skills and design elements to shape and focus theatrical effect for an audience	use of performance skills and design elements to shape and focus theatrical effect for an audience	use of <u>aspects of</u> performance skills and design elements to <u>unevenly</u> shape and focus theatrical effect for an audience	<u>fragmented</u> use of <u>aspects of</u> performance skills and design elements
Key	<u>shading emphasises the qualities that discriminate between the A–E descriptors</u>					

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 7 and 8 Drama standard elaborations

These terms clarify the descriptors in the Years 7 and 8 Drama SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary
- ACARA The Arts: Drama > Examples of knowledge and skills > Years 7 and 8, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
artist	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make hybrid artworks
artwork	generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes hybrid artworks
aspects	particular parts or features
atmosphere	the established mood or feeling conveyed in an artwork or performance; see also elements of drama
audience	individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement; the artist is audience to their own artwork; see also elements of drama
character	identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action ; see also elements of drama
clear	easy to perceive, understand, or interpret; without ambiguity

Term	Description
collaborating	working jointly on an activity or project; in Years 7 and 8 Drama, students must be given opportunities to work collaboratively to plan, make and perform drama
communication; communicate	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
conventions	traditional or culturally accepted ways of doing things based on audience expectations; each art form has hundreds of conventions built up over time and widely accepted by audiences; in Drama, also includes accepted techniques that characterise forms and styles
description; describe	give an account of characteristics or features
design elements	include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama
devise	the process of planning, trialling, structuring, refining and creating dramatic action using dramatic principles and practices; see also forming
discerning	showing good judgment to make thoughtful choices
dramatic action	the driving force and forward motion of drama to create dramatic meaning, tension, belief and audience engagement; the movement of the drama from the introduction, exposition of ideas and conflict to a resolution; see also elements of drama
dramatic meaning	a signified, intended purpose or effect interpreted from the communication of expressive dramatic action; see also elements of drama
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Drama, meeting the purpose by producing a strong impression
elements of drama	in Drama, the <i>elements of drama</i> are: <ul style="list-style-type: none"> • role, character and relationships <ul style="list-style-type: none"> – role and character: identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific – relationships: the connections and interactions between people that affect the dramatic action – situation: the setting and circumstances of the dramatic action — the who, what, where, when and what is at stake of the roles/characters • voice and movement <ul style="list-style-type: none"> – voice: using voice expressively to create roles, situations, relationships, atmosphere and symbols – movement: using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols – focus: directing and intensifying attention and framing moments of dramatic action – tension: sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement

Term	Description
	<ul style="list-style-type: none"> • space and time <ul style="list-style-type: none"> – space: the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters – time: fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action • language, ideas, dramatic meaning, mood and atmosphere, and symbol <ul style="list-style-type: none"> – language, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action – mood and atmosphere: the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance • symbol: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning; <p>in Years 7 and 8 Drama, examples for the <i>elements of drama</i> include:</p> <ul style="list-style-type: none"> • role, character and relationships <ul style="list-style-type: none"> – role and character — for example, maintaining commitment to role; exploring motivations and various facets of multidimensional characters; developing and analysing multidimensional relationships in the drama – situation — for example, improvising with/adapting available materials and technologies to establish setting; using conventions of story in drama • voice and movement <ul style="list-style-type: none"> – for example, sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props – focus — for example, using a range of devices and effects to highlight specific aspects of the performance for the audience – tension — for example, using foreshadowing and information withholding to create suspense and emphasis – space and time — for example, using rhythm and pace to enhance drama; using blocking (for example, when and where to move) and stage areas (such as upstage right, downstage centre) in planning and performance • language, ideas and dramatic action <ul style="list-style-type: none"> – for example, manipulating central ideas or themes to give perspectives and ideas to the audience – mood and atmosphere — the feeling or tone of physical space and the dramatic action created by or emerging from the performance • audience <ul style="list-style-type: none"> – using narrative and non-narrative dramatic forms and production elements to shape and sustain drama for formal and informal audiences
evaluation; evaluate	examine and judge the merit or significance of something
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
focus	concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent; in Drama, <i>focus</i> means directing and intensifying attention and framing moments of dramatic action or identifying the main idea of the drama; see also elements of drama
form; forms	in The Arts, <i>form</i> is the whole of an artwork created by the elements and the way they are structured; in Drama, <i>form</i> is the way drama is structured; <i>drama forms</i> are shaped by the application of the elements of drama within particular social, cultural and historical contexts

Term	Description
forming	includes learning about and using the forms , structures and elements of drama to plan and make drama artworks that communicate ideas and intentions
fragmented	disjointed, incomplete or isolated
hybrid artwork	the combination of more than one art form within an artwork
identification; identify	establish or indicate who or what someone or something is
improvisation	spontaneous, creative activity applying the elements of an art form; in Drama, an <i>improvisation</i> is a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short, and structured into a complete little play
informed	having relevant knowledge; being conversant with the topic; in Drama, this includes how the knowledge and skills (elements of drama , conventions of forms/styles and the skills of drama) work together to communicate meaning or intent in and through drama
intent	planned or meant
making; make	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions
manipulated; manipulation	skilfully change the state of something to suit a purpose
meaning	an intended idea, expression or purpose; in Drama, see dramatic meaning
movement	in Drama, using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols; see also elements of drama
movement vocabulary	the accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas
narrative	a story of events or experiences, real or imagined, In literary theory, narrative includes a story (what is narrated) and a discourse (how it is narrated)
performance style	a type of dramatic expression communicated for a particular effect with distinguishing features and appearance
performing	in Drama, includes learning about and using knowledge and skills to present and share artworks with audiences that communicate ideas and intentions; in Drama, includes acting
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
responding	includes exploring, responding to, analysing and interpreting artworks
role	adopting identification and portrayal of a person's values, attitudes, intentions and actions and portraying these as imagined relationships, situations and ideas in dramatic action ; see also elements of drama

Term	Description
skilful	in Drama, in the context of: <ul style="list-style-type: none"> • <i>creating artworks</i>, this includes considered selection, management and application of the elements of drama; • <i>sharing artworks</i>, this includes a high degree of proficiency and polish
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion
structure	organising ideas, and using story structures and tension to engage an audience
style; styles	the influencing context of an artwork, such as postmodern, twenty-first century or contemporary, among many others; also see performance style
sustained	continuing for an extended period or without interruption
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Drama, <i>thorough</i> means demonstrating depth and breadth of drama knowledge and skills
uneven	not properly corresponding or aligning; not in keeping with